

# STEM: Channel 1



## An Introduction to Podcasting Course Syllabus

### Instructor Information

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### Course Description

This course strives to introduce students to the world of Podcasting. Together, we will: demonstrate an understanding of audio storytelling, recognizing the podcast medium as an intimate form of storytelling, learn the essentials of quality sound and podcast production, understand the role of ethics and diversity in podcasting, improve broadcast skills, including writing, research, interviews, editing and on-air presentation, appraise and establish protocols to launch and distribute podcasts, and use the power of podcasting to benefit ourselves and our community.

### Curricular Information

**Required Reading:** Various informational texts throughout the semester (provided by instructor)

**Additional Resources:** Google Classroom (Code: \_\_\_\_\_)

**Supplies Required for this Course:** Separate notebook, pencils/pens, notecards (lined)

**Daily Time and Effort Expectations:** Discussion and writing assignments are graded heavily. Students must be able express comprehension through verbal and written language. Students must learn to use class work time efficiently and turn in assignments on time. Students who use their class time productively should have little to no homework besides reading and preparing for class discussions.

**Google Classroom:** Google Classroom is where students will find assignments, readings, and upcoming deadlines or quiz dates. Students should see Google Classroom if absent for makeup work (and email with questions as needed). **Google Classroom is a tool. It does not take the place of instruction.**

### Course Schedule

Topics	Major Assignments	Timeframe
Unit 1	Introduction to Podcasting: What is a podcast? Co-hosting, appropriate interviewing technique (professionalism and preparedness), analysis of popular podcast episodes and discussion, breakdown of semester rubrics	2 weeks
Unit 2	Equipment: test all equipment and software used in the course; students select a passage to read for 3-5 minutes as a test of equipment usage, voice, pacing, enunciation, etc.	1 week
Unit 3	Podcast Episode 1: "All about me": An introduction to each student; discuss outlining process, allow student practice, record, edit submit, self-reflection	3 weeks

Unit 4	Podcast Episode 2: “Passion Project 1”: Student chooses a topic to submit for approval to pursue for the month (research and teach on)	4 weeks
Unit 5	Podcast Episode 3: “Passion Project 2”	4 weeks
Unit 6	<b>Final exam: Podcast Episode 4: “Passion Project 3”</b>	4 weeks

### Course Evaluation:

The percentage breakdown for semester grade calculation will be as follows:

- Skills Practice 35%**
  - **Outline sections, self-assessments, research collecting**
- Assessments 50%**
  - **Podcast analysis, final podcast episodes**
- Final Exam or Project 15%**

### Grading Scale

<b>Grade</b>	<b>Percentage</b>	<b>Proficiency descriptors</b>
<b>A+</b>	<b>97-100</b>	<i>Assignments are fully completed in a timely manner and of excellent quality; the student shows superior level of initiative and seeks to <u>go beyond the minimum requirements</u>. Errors are rare or nonexistent.</i>
<b>A</b>	<b>93-96</b>	
<b>A-</b>	<b>90-92</b>	
<b>B+</b>	<b>87-89</b>	<i>Assignments are fully completed in a timely manner and typically of above average quality; the student is conscientious and meets all requirements with few errors.</i>
<b>B</b>	<b>83-86</b>	
<b>B-</b>	<b>80-82</b>	
<b>C+</b>	<b>77-79</b>	<i>Assignments are generally complete (met minimum requirements) and of good quality; assigned tasks have occasional errors.</i>
<b>C</b>	<b>73-76</b>	
<b>C-</b>	<b>70-72</b>	
<b>D+</b>	<b>67-69</b>	<i>Assignments are generally incomplete or of poor quality; the student makes frequent errors in work.</i>
<b>D</b>	<b>63-66</b>	
<b>D-</b>	<b>60-62</b>	
<b>F</b>	<b>0-59</b>	<i>Work is poorly done, if at all. Overall performance is inadequate to pass the course. Note: No name = No credit Illegible = No credit Late = No credit (*will <u>STILL</u> complete and submit the assignment)</i>

**Classroom Policies and Expectations:** Students are expected to adhere to the classroom rules set by the teacher in their assigned classroom, and in accordance with expectations found in the North Idaho STEM Charter Academy Student Handbook and Technology Policy.

**Academic Honesty Code of Conduct:**

“On my honor, I will maintain the highest possible standards of honesty, integrity, and personal responsibility. This means I will not lie, cheat, or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”

**Violations of this code include, but are not limited to:**

- Copying another person’s work or allowing your work to be copied (plagiarism)
- Allowing someone other than yourself to complete work in your name
- Using unauthorized assistance on an assessment or assignment
- Falsifying or manipulating data
- Submitting the same work for multiple courses without instructor’s permission
- Giving answers to other students
- Lying to an instructor
- Tampering with or destroying the work of another student
- Using responses found on the internet, or created with the use of technological means (ex artificial intelligence, etc)

***\*\*Any outside sources used on an assignment should be referenced and cited appropriately.\*\****

**Consequences for Academic Dishonesty:** At the instructor’s discretion, the student **will** lose partial or full credit for the assignment. The student will be on notice that the incident will be recorded in the gradebook and his/her parent(s) will be informed. Future academic dishonesty incidents will result in a grade of zero for the assignment, a meeting with the principal, and possible loss of credit, suspension, or expulsion. Direct copying is plagiarism. Only original work may be submitted for this (and any other) academic course. If you have any questions about avoiding plagiarism, please visit the [OWL at Purdue's "Avoiding Plagiarism" web page.](#)